

UNDERGRADUATE STUDENT HANDBOOK  
2017/2018

Boston University  
Department of Psychological & Brain Sciences  
64 Cummington Mall  
Boston, MA 02215  
<http://www.bu.edu/psych/>

This guide is intended to aid you in finding your way around the Department. The official statement of requirements and regulations can be found in the Boston University Undergraduate Programs Bulletin.

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## DEPARTMENT DIRECTORY

Program Affiliation:

B = Brain, Behavior & Cognition

C = Clinical

DS = Developmental Science

LEC = Full-Time Lecturer

LOA = Leave of Absence

SAB = On Sabbatical

CARD = Center for Anxiety &  
Related Disorders (6<sup>th</sup> Floor)

Email addresses for all faculty &  
staff can be found on the BU website  
at <http://www.bu.edu/directory/>

<u>FACULTY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
David Somers (B) Chair	64 Cummington Mall 2 Cummington Mall	149C 209	353-2583 & 358-1372
David Barlow (C) Professor Emeritus	648 Beacon Street	CARD	353-9610
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Michael Lyons (C)	648 Beacon St.	508	353-3820
Joseph McGuire (B)	677 Beacon St.	212	353-7670
Andrea Mercurio (LEC)	64 Cummington Mall	131	353-3204
Michael Otto (C) (SAB SEM I)	648 Beacon Street	532	353-9610
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<u>FACULTY (CONT.)</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Brenda Phillips (LEC)	64 Cummington Mall	133	358-0654
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Ovsanna Leyfer (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
John Otis (C) Research Scientist	648 Beacon St.	CARD	353-9610
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Martina Poletti (B) Research Assistant Professor	2 Cummington Mall	104	358-1385
Margaret Ross (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Anthony (AJ) Rosellini (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Shannon Sauer Zavala (C) Research Assistant Professor	648 Beacon St.	CARD	353-9610
Bethany Shikatani Clinical Assistant Professor	648 Beacon St.	CARD	353-9610
Rosemary Toomey (C) Research Associate Professor	648 Beacon St.	214	358-2037
Bonnie Wong (C) Clinical Associate Professor	648 Beacon St.	CARD	353-9610
Arash Yazdanbakhsh (B) Research Assistant Professor	677 Beacon Street	203	358-4385

<u>ACADEMIC ADMINISTRATION</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Dr. Joanne Hebden Palfai Director of Academic Affairs/Director of Undergraduate Studies	64 Cummington Mall	149A	353-2064
Katie O'Shea Academic Advisor	64 Cummington Mall	138	358-6886

<u>BUSINESS ADMINISTRATION</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
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<u>ADMINISTRATIVE SECRETARY</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Mary Perry Senior Administrative Secretary to the Chair	64 Cummington Mall	149B	353-2583

<u>PROGRAM COORDINATORS/ ASSISTANTS</u>	<u>ADDRESS</u>	<u>ROOM</u>	<u>PHONE</u>
Nicole Clement Program Coordinator, Clinical	648 Beacon St.	401	353-2587
Michaela Federico Senior Program Coordinator, Brain, Behavior & Cognition/Developmental Science/Master's Program	64 Cummington Mall	140	353-6423
Roxanne Polleys Senior Staff Assistant	64 Cummington Mall	149	353-2580

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## II. THE PHILOSOPHY BEHIND THE CURRICULUM

Psychology is the science of human behavior and mental processes. Psychology uses scientific methods to describe, predict, understand and explain human behavior. Combined with appropriate related courses, the major provides students with an undergraduate background for entrance into graduate programs in psychology, medicine, law and other professions. In addition, it provides a broad, basic liberal arts background for a wide range of other pursuits.

## III. ADVISING

All psychology majors are assigned a faculty advisor by Dr. Joanne Hebden Palfai, Director of Academic Affairs/Director of Undergraduate Studies, (Rm. 149A). Advisors answer questions about requirements, procedures for registration and completion of the major. In addition, advisors discuss other issues with advisees including choice of courses, the structure and design of individuals' majors, sources of help for various kinds of difficulties in the college community, long term career and educational plans, and relevant research opportunities. The advising relationship is intended to enrich and personalize the experience of both faculty and students.

Freshmen will be sent an e-mail with the name and contact information of their advisors. Students can view their advisor assignments under the Academic Advising section of the Student Link. If a student's advisor takes a leave or sabbatical and is not available for advising during a particular semester, the student will be sent an e-mail informing him or her of the new advisor's name and contact information.

Dr. Palfai will send an e-mail out to all majors well before the registration period, each semester, outlining the registration/advising process. Before scheduling an advising appointment, all new psychology majors (e.g., freshmen, transfer students, students who have changed majors) are required to attend a departmental orientation session conducted by Dr. Palfai. All new majors will be sent an e-mail before the registration period with specific information on these sessions. During each registration period, in the fall and spring, a sign-up sheet will be posted on the advisor's door where students can sign up for advising appointments. Some advisors may have students sign up online for advising appointments. Advisors will notify their advisees if this is the case. If students are unable to make the appointment after signing up, they should inform the advisor, as soon as possible, and reschedule the appointment. During the rest of the school year, students must contact their advisors via e-mail to schedule appointments.

Students who would like to change advisors should see the Senior Staff Assistant in the main office of the Department of Psychological & Brain Sciences (Rm. 149). The availability of time in the advisors' schedules is an important consideration in these assignments.

#### IV. THE PSYCHOLOGY MAJOR

Requirements: All students must obtain a grade of C or higher in all principal and required related courses.

1. Prerequisite: PS 101, or a score of 4 or 5 on the AP Psychology Exam (if students receive a score of 3 on the AP Exam, they do not receive AP credit but will not be required to take PS 101. Students will need to take an additional principal psychology course in lieu of PS 101).
2. Principal Course Requirements:

**PS 231 Physiological Psychology - Students entering the major September 2014 and after are required to take PS 231 and PS 231 will not count as a Group A course. Please note that NE 101 does not satisfy this requirement for psychology majors.**

An additional eight principal courses - Four of these courses must be selected from among courses at the 300 level or higher and one of these must be an experimental course selected from CAS PS 322, 323, 324, 325, 326, 327, and 328. Principal courses in psychology are those courses listed in the Boston University Undergraduate Programs Bulletin and numbered at the 200 level or higher excluding CAS PS 211 and PS/NE 212. The choice of principal courses must include at least two courses from Group A and at least two courses from Group B, selected from the lists below.

- Group A:
- PS 205 Memory and Brain
  - PS 222 Perception and Behavior
  - \*PS 231 Physiological Psychology
  - PS 234 Psychology of Learning
  - PS 333 Drugs and Behavior
  - PS 336 Introduction to Cognitive Psychology
  - PS 337 Systems of the Brain
  - PS 338 Neuropsychology
  - PS 339 Cognitive Neuroscience
  - PS 340 Introduction to Computational Models of Skilled Decision and Action

**\*Please note that PS 231 will not count as a Group A course for students entering the major September 2014 and after.**

- Group B:
- PS 241 Developmental Psychology
  - PS 243 Lifespan Developmental Psychology in Health and Illness
  - PS 251 Psychology of Personality: Theories and Application
  - PS 261 Social Psychology
  - PS 370 Psychology of the Family
  - PS 371 Abnormal Psychology

Please note: students may elect to take either PS 241 or PS 243 but not both.

It is possible to transfer, from outside of CAS, a maximum of three courses toward the nine principal courses required for the psychology major. Courses taken outside of Boston University, as well as at Metropolitan College, are considered transfer courses. Please note that psychology courses taken through Boston University's Summer Term Program that are

designated with the same numbers and titles of those offered in CAS, are not considered transfer courses. Prior departmental approval of all transfer courses in psychology is required (See Dr. Joanne Hebden Palfai, Director of Academic Affairs/Director of Undergraduate Studies in Rm.149A).

4. Design and Statistical Requirement: MA115 (Statistics I – prerequisite for MA116) and MA116 (Statistics II), PS 211 (Experimental Design in Psychology) or MA213 (Basic Statistics & Probability – prerequisite for MA214) and MA214 (Applied Statistics), or PS/NE 212 (Introduction to MATLAB Programming for Research). Please note that MA 115 & MA116 or MA213 & MA214 satisfy two CAS divisional studies requirements in the Mathematics and Computer Science Division and the CAS Math requirement.

## V. THE MINOR IN PSYCHOLOGY

Requirements: Students must obtain a grade of C or higher in all principal and required related courses.

1. Prerequisite: PS 101, or a score of 4 or 5 on the AP Psychology Exam (if students receive a score of 3 on the AP Exam, they do not receive AP credit but will not be required to take PS 101. Students will need to take an additional principal psychology course in lieu of PS 101).
2. Principal Courses: Students must complete five principal courses. Three of these courses must be selected from among courses at the 300 level or higher and one of these must be an experimental course (PS 322-PS 328). In addition, the choice of principal course must include at least one course from Group A and one course from Group B (see page 7 for the list of Group A and Group B courses).
3. Required Related Courses: PS 211, PS/NE 212 or MA 115.

### How to declare a Major or Minor in Psychology:

College of Arts & Sciences (CAS) students may declare or change a major/minor via the CAS Advising web site at <http://www.bu.edu/casadvising/forms/>. Non-CAS students should check with their school's main office about declaring or changing a major/minor.

## VI. RATIONALE FOR NUMBERING OF COURSES WITHIN THE CURRICULUM

The course numbering system may be seen as generally representing a logical progression from the general to the specific in terms of the focus of coverage of any given course. Thus, 100 and 200 level courses generally explore a wider range of topics than 300 and 400 level courses. The numbering system also generally reflects increasing dependence on prior knowledge, smaller classes, more interactive teaching styles, and greater reliance on primary sources. The five course levels relevant to the undergraduate curriculum can be defined as follows:

100 level courses: Include general coverage of a very large area and do not assume prior knowledge of psychology or statistics. Classes are generally large and taught in lecture and discussion groups.

200 level courses: Include coverage of an entire area often summarized in a single section or chapter of an introductory text. Thus, they are more focused in coverage, but still quite broad,



reviewing an entire sub-discipline (e.g., developmental, personality, learning, perception psychology). Knowledge of statistics is not required, but general exposure to psychological concepts is assumed. Classes are generally large and taught in lecture and discussion groups.

300 level courses: Generally include a further narrowing of the focus of coverage; course content typically treated would be one or two topics in a 200 level course. These courses often examine a rather large "problem area" within one of the sub disciplines. In addition, some knowledge of statistics and experimental methodology, and/or previous exposure to the sub discipline as a whole, may be presumed. The experimental lab courses, that introduce students to the experimental methodology employed within each of the sub disciplines, retain their logical position at the lower end of the 300 spectrum, between the 200 level "survey" courses and other 300 level courses that presume more methodological sophistication.

400 level courses: Include courses focusing on special topics within each of the sub-disciplines within psychology. Sections are small and are generally taught in an interactive mode. Knowledge of statistics and of the relevant sub-discipline is assumed. There is a strong reliance on primary sources, and an assumption that students can adopt a critical stance toward complex material. In addition, this level includes Honors in Psychology and Directed Study (See pages 12-13 in this guide and the Undergraduate Programs Bulletin for further information).

500 level courses: Include courses whose content area is a specific topic within one of the sub disciplines, much like those offered at the 300 level (and in fact, the same topic may be offered at both levels). However, if the topic is taught at the 500 level, it is assumed that students possess more knowledge of statistics and the field, sections will be small and interactive, material will be reviewed more critically, primary sources will be strongly relied upon, and graduate students from the Department of Psychological & Brain Sciences and/or other departments and schools within the University will be among the class members.

## VII. ANSWERS TO FREQUENTLY ASKED ADVISING QUESTIONS

### General Psychology Requirement:

*Is it possible to exempt PS 101?*

You can take the Advanced Placement Exam (AP) and if you receive a four or five, not only will you be exempt from the PS 101 requirement but you will also receive academic credit. If you receive a three, you will be exempt from the PS101 requirement but you will not receive credit. In this case, you will need to take an additional principal psychology course in lieu of PS101.

### Statistics Requirement:

*What courses other than PS 211, PS/NE 212, or MA 115 and MA 116 will fulfill the statistics requirement?*

MA 213 (Basic Statistics and Probability) and MA 214 (Applied Statistics) are offered for students who have a strong math background.

### Transfer of Credit:

*If students have taken psychology courses at another school, can they transfer to meet requirements for the psychology major?*

Yes. If you wish to transfer psychology courses, you must obtain prior departmental approval. You will need to bring a course description and syllabus from the school you plan to attend, along with a transfer credit evaluation form (available at <http://www.bu.edu/casadvising/forms/>), to Dr. Palfai (Rm. 149A). If the course is approved, you bring the signed approval form to the CAS Academic Advising Office. Keep in mind, courses similar in content to those offered in the Department of Psychological & Brain Sciences at Boston University or those with a basic, rather than an applied, orientation are courses most likely to transfer. For example, you will not receive transfer credit for courses in adjustment or educational psychology because we do not offer such courses.

#### Grades:

*What is the lowest acceptable grade in psychology courses which will count toward the major?*

A grade of C.

#### Directed Study:

*How many semesters of Directed Study (see page 13) in Psychology may be taken?*

Two semesters (or up to 8 credits) of Directed Study in Psychology may be taken for credit towards the major.

#### Letters of Recommendation:

*What is the Department procedure for getting a letter of recommendation for graduate school from a faculty member?*

First, contact the faculty member from whom you would like a letter and ask if he/she would be willing to write one for you. If the faculty member agrees, submit the information requested to the faculty member, along with stamped envelopes addressed to all of the schools to which the letter of recommendation is to be sent. If the graduate school provides you with reference letter forms, submit those to the faculty member as well. If the school requires letters of recommendation to be submitted online, inform the faculty recommender and send a list of these schools and their deadlines to him or her.

## VIII. SOME COURSE OPPORTUNITIES FOR STUDENTS WHO HAVE TAKEN ONLY PS 101

Listed below are brief descriptions of courses being offered in the Department of Psychological & Brain Sciences that are directed toward students who have taken only PS 101.

PS 211 Introduction to Experimental Design in Psychology: Introduction to logic and methodology of univariate statistics with relevance to psychology. Topics include: descriptive statistics, data representation, statistical inference, probability and significance, correlation and regression, & non parametric analyses. Does not count toward eight principal course requirement for majors.

PS 212 Introduction to MATLAB Programming for Research in Psychological & Brain Sciences. Teaches computer programming concepts, core statistical concepts, and related skills via MATLAB. Process-simulation, data-analysis cycles, with examples from neuroscience, promote "constructive" understanding of descriptive and inferential statistics (e.g., linear regression models, model-specific anovas, confidence intervals). Briefly treats numerical integration.

PS 222 Perception and Behavior: Why do things look as they do? This question is examined with particular emphasis on experiments that clarify the relative combinations of nature and nurture, structural and experiential factors.

PS 231 Physiological Psychology: Analysis of central nervous system: information processing and decision making; emphasis on physiological aspects of perception, attention, learning, and memory. Students entering the major September 2014 and after will be required to take PS 231 and PS 231 will not count as a Group A course.

PS 234 Psychology of Learning: Survey of theory and techniques in learning and their applications in different settings. Topics include problem solving, memory, reward and punishment, and reinforcement schedules as studied in animals, normal classrooms, and remedial settings.

PS 241 Developmental Psychology: Critical review of research and theories pertaining to intellectual and social development of infants and children. Role of early experiences and biological factors in later formation of personality, intellectual and motivational behaviors; theories include Erikson, Piaget, and Freud.

PS 251 Psychology of Personality - Theories and Application: The historical development of personality theories and their application to social and clinical concerns are emphasized. Classic theories of personality (e.g., psychoanalytic, behavioral, trait, humanistic, cognitive, and social roles) are explored and evaluated through lectures, readings, case materials, and films.

PS 261 Social Psychology: Provides an understanding of how behavior, feelings, and thoughts of individuals are influenced and determined by characteristics of the situation. Topics include attraction, attitudes, prejudice, social roles, aggression, person perception, and groups.

PS 333 Drugs and Behavior: Comprehensive survey of drug influences on behavior; introduces a neuroscience approach to behavior. Several classes of drugs are discussed, including abused and addictive substances and psychoactive and therapeutic agents.

PS 336 Introduction to Cognitive Psychology: Provides an introduction to basic topics and research issues relevant to cognitive psychology. Emphasis placed on understanding how we perceive, attend, and remember information. Related topics include language, problem solving, and intelligence.

PS 370 Psychology of the Family: Survey of psychological issues related to the family. Includes examination of psychological research and data on the individual's experience in the family, with special emphasis on developmental and clinical issues.

PS371 Abnormal Psychology: Attention to the wide range of ways the personality may become disordered; emphasis on normal behavior development as highlighted by psychopathology. Evidence and theories concerning problems of treatment are also considered.

## IX. HONORS IN PSYCHOLOGY

Honors in Psychology is an opportunity for senior psychology majors to undertake a yearlong research project for psychology course credit (PS401/402). Student must have a minimum GPA of 3.0, have no more than one incomplete, and have completed their experimental research course requirement to apply. All students who wish to participate in the Honors in Psychology program must find a psychology faculty member to serve as the primary advisor and must fill out the Honors in Psychology application, which is available on the Department of Psychological & Brain Sciences' website at <http://www.bu.edu/psych/undergraduate/research-opportunities/honors/>, and in the Department of Psychological & Brain Sciences' main office, Rm. 149.

A list of faculty who are interested in supervising Honors in Psychology projects is posted on the Department of Psychological & Brain Sciences web site at <http://www.bu.edu/psych/undergraduate/research-opportunities/honors/>. All students who receive approval to undertake an honors project must ultimately have a committee of three faculty members, including the primary advisor, to evaluate their final project and presentation. The two additional faculty members are, typically, selected with the assistance of the primary advisor during the second semester. The topic of the research project is chosen in consultation with the primary faculty supervisor. Honors students are required to: 1) design an empirical study based on an extensive review of the literature, 2) gather, analyze, and assess original data or conduct secondary analyses, 3) present their findings to their committee, and 4) submit a written report/thesis. Students are, typically, expected to work two hours per week for each credit that they receive (e.g., 4 credits/8 hours per week). Students are also required to meet regularly during the semester with the faculty supervisor and are also often required to attend the faculty supervisor's lab group meetings. Acceptance into the Honors in Psychology program does not guarantee that students will graduate with Honors. The committee will consider both the thesis and the oral examination when determining the student's grade. A grade of B+ or higher on both the thesis and the oral examination is required each semester to graduate with honors. If students are not awarded honors, they will be given credit for the courses (PS 401/402), but will not graduate with honors.

Students who wish to apply for Honors in Psychology must complete their portion of the application and attach a bibliography that includes primary references such as articles in scholarly journals or scholarly books. The faculty advisor must complete the student evaluation form and both the student and faculty advisor need to sign. The application must then be submitted to the department's main office (Rm. 149) for review by Dr. Joanne Hebden Palfai, Director of Academic Affairs/Director of Undergraduate Studies and Dr. David Somers, Chair.

Students will be notified via e-mail once the review process has been completed. If the application is approved, the course will be added to the student's schedule.

The deadline to submit applications for Honors in Psychology is May 31<sup>st</sup>. Students may request an extension, if needed, by contacting Dr. Joanne Hebden Palfai, Director of Academic Affairs/Director of Undergraduate Studies, before the deadline.

## X. DIRECTED STUDY

Directed study provides juniors and seniors the opportunity to undertake directed research in a selected topic under the supervision of a BU Department of Psychological & Brain Sciences faculty member for course credit (PS491/492). Directed Study counts toward the nine principal courses required for the major in psychology. Students may not do more than two directed studies. Students who are interested in doing a directed study should:

- 1) See the list of faculty who are interested in supervising Directed Study projects on the Department of Psychological & Brain Sciences web site at <http://www.bu.edu/psych/undergraduate/research-opportunities/ds/>.
- 2) Speak with the professor with whom they would like to work.
- 3) Obtain a directed study application which is available on the Department of Psychological & Brain Sciences' website at <http://www.bu.edu/psych/undergraduate/research-opportunities/ds/> and in the Department of Psychological & Brain Sciences' main office, Rm. 149. Fill out the directed study application and make sure to attach a bibliography. Obtain signatures from the directed study supervisor and Dr. Joanne Hebden Palfai, Director of Academic Affairs/Director of Undergraduate Studies (Rm. 149A).
- 4) Bring the signed directed study application to the CAS Academic Advising Office (100 Bay State Rd., Rm. 401). Once approved by the CAS Directed Study Coordinator, the course will be added to the student's schedule.

## XI. UNDERGRADUATE ORGANIZATIONS IN THE DEPARTMENT

### The Undergraduate Psychology Association

In 1970, the Undergraduate Psychology Association (UPA) was formed by several psychology majors who attended the Undergraduate Committee meetings that were held at that time. A psychology major by the name of Henry Boroff, who had a work-study job in the department, is credited with drawing up the first constitution and serving as first president of the Undergraduate Psychology Association. He has since gone on to become an attorney in Boston.

UPA members have assisted in the planning and scheduling of guest speakers, fundraisers, and social events, and hold two programs presented by the department each year; one on applying to graduate school and the other on job hunting with a BA in psychology. In addition, UPA hosts a pizza party each year. For additional information, please see the Department of Psychological & Brain Sciences website at <http://www.bu.edu/psych/undergraduate/upa/>.

## Psi Chi

Psi Chi is the international honor society in psychology established in 1927. Interested students who have completed three courses in psychology, have a G.P.A. of 3.0 in psychology, and have a G.P.A. of 3.3 overall may apply. Those students who are eligible need to fill out and submit a national membership application, accompanied by the application fee. Applications and additional information are available on the Department of Psychological & Brain Sciences' website at <http://www.bu.edu/psych/undergraduate/psi-chi/>. Certificates and membership cards from national headquarters will be presented at the Psi Chi induction ceremony held in the Spring of each year.

## XII. EDUCATIONAL ROUTES (POST-BA) TOWARD BECOMING A CLINICIAN

There are a number of educational routes students can take to become clinicians. Listed below are the available degrees and their pros and cons, which we hope will answer some of the students' frequently asked questions. Please also refer to the American Psychologist and American Psychological Association (APA.) Career Booklets for additional information.

Students should also find out whether the programs to which they would like to apply are APA approved. APA sets strict standards for educational quality, and APA accreditation is important in terms of licensure (which enables psychologists to get reimbursed from insurance companies for their services), for obtaining clinical placements, for some loans and scholarships, and for some jobs. This is true for Ph.D., Psy. D. and Ed.D. programs in counseling (see below). The American Psychologist publishes an issue on "Graduate Programs in Psychology" that will indicate which programs are accredited.

1) Ph.D. in Clinical Psychology: These programs train psychologists in a scientist-practitioner model. Research skills, theory, and clinical skills are, therefore, emphasized. These programs typically take 5 to 7 years to complete, which includes 3 years of coursework, some practicum experience in clinical agencies, and a 1 year full time supervised internship in a clinical setting. As in any other Ph.D. psychology program, a dissertation is required. Different programs may have different theoretical orientations (e.g., analytic, behavioral, etc.). Graduates of Clinical Ph.D. programs are eligible to take a licensure exam. Licensing enables psychologists to get reimbursed from insurance companies for their services. Clinical skills learned include assessment, testing, diagnostics, and therapy. These programs are highly competitive (e.g., BU receives approximately 700 applications for 8-10 places) and tend to seek students who have had some clinical and research experience. Undergraduate GPAs are usually over 3.5 and GREs are usually above 164 (old version: 675) on each section. The average age of students accepted is generally 23-30 years. This degree is not the best route for those who are not interested in research.

Potential job markets: University or college teaching, psychiatric hospitals, mental health clinics, school systems, prisons, court systems, research work, government, private practice.

2) MA in Clinical Psychology: The majority of Ph.D. programs in clinical psychology do not offer Master's degrees. However, there are some 1 to 2 year programs that do offer this degree. These programs are less competitive to enter than clinical Ph.D. programs and are more likely to take people with little clinical work experience. They emphasize assessment, testing, theory and therapy. There is less emphasis on research than Ph.D. programs and less clinical training. MA-level psychologists are eligible to take the licensing exam in some states. However, the job

market tends to be limited to testing and clinical positions in clinics, prisons, schools, etc. which are lower paying and carry less responsibility than Ph.D.s in clinical psychology. This degree, however, can be used as a stepping stone for later admission to a clinical Ph.D. program.

Potential job markets: clinics, schools, hospitals, prisons, court systems.

3) Psy.D. (Doctorate in Psychology): These 4-7 year programs train students in the applied aspects of psychology. The training is similar to Ph.D. programs (see #1) with less of an emphasis on research. Graduates of Psy.D. programs are eligible to take the licensing exam after completion of this degree. Admission is less competitive than the Ph.D. in Clinical, although it is still competitive. Previous clinical experience is recommended. Typically, financial aid in the form of teaching fellowships and research assistantships is not offered. Average age of candidates is somewhat older (25-30 years).

Potential job markets: more difficult to teach at university or college level than with a Ph.D.; otherwise all the same possibilities as Ph.D. in Clinical. (This degree is viewed less favorably than a Ph.D. in any setting in which research takes place, including psychiatric hospitals).

4) Ph.D. in field other than clinical (e.g. Developmental or Personality Psychology): These degree programs train students in theory and research and generally take 4-5 years. There is no formal clinical training. In order to be eligible for licensure, students must apply for a clinical practicum and internship experiences on their own. The amount of clinical supervision required for licensure varies from state to state. Although it is possible to become a clinician via this route, it is not the best alternative for a number of reasons: 1) there is no formal clinical training in these degree programs, 2) it is becoming increasingly difficult to obtain a clinical internship from a non-clinical program. Admission to these programs is competitive, but less so than to clinical programs.

Potential job markets: Without clinical training – University and college teaching, research work, consultation. With clinical training – same as Ph.D. in clinical.

5) Masters in Psychology: These programs are typically 1 year and emphasize psychological theory and research. They are good for students who do not have a solid undergraduate psychology background.

6) Masters in Psychiatric Social Work (M.S.W.): These 2 year degree programs train students in diagnosis and therapy (not psychological testing). There also tends to be an emphasis on community and family work, systems theory, and social service administration. Graduates of M.S.W. programs are eligible to take the licensing exam, in Massachusetts, upon completion of the degree. Admission to these programs is not as academically competitive as Ph.D. programs, but the average age of students still tends to be older (23-30). This degree is ideal for the student who wishes to do clinical work and is not interested in research. However, the average salaries of MSW's are lower than those of Ph.D.'s. Students can go on to obtain their doctorates in either clinical psychology or social services at a later time.

Potential job markets: Psychiatric hospitals, mental health centers, school systems, private practice, social service administration.

7) Masters and Doctorates in Counseling (Ed.M) and (Ed.D.): In theory, these 1 year programs (for masters) and 4-7 year programs (for doctorates) emphasize clinical work with people undergoing relatively stressful life issues who are not necessarily pathological (e.g. life changes and transitions, more normal developmental problems). In practice, graduates of these programs sometimes do work with pathological groups. These programs do not emphasize research as much as Ph.D.s in clinical and do not emphasize the scientist-practitioner model. The doctorate requires clinical practicum, internship, and a thesis. The Master's requires a clinical practicum. Some schools also require a Master's thesis; others do not. Ed.Ds are currently eligible to take the licensing exam in Mass.

Potential job markets: Mental health clinics, counseling centers, prisons, hospitals. The Ed.D. is looked upon less favorably than a Ph.D. in academic and research settings. It is reported that the job market for Ed.Ms is not as good as for MSWs. The clinical training is better for MSWs.

8) M.D.s with specialties in Psychiatry: This is a 4 year medical degree followed by at minimum, an internship and a 2 year residency in a psychiatric training program. Psychiatrists are trained primarily in the medical/biological aspects of mental illness and can, therefore, prescribe drugs to patients. There tends to be less emphasis on the exploration of psychological theory, on understanding human behavior and on research than there is in clinical Ph.D. programs. There is no training in psychological testing. Theoretical training tends to be psychoanalytically oriented. However, psychiatrists tend to have higher status than any of the other disciplines in mental health, and tend to have higher salaries.

Potential job markets: Clinics, consultation, court systems, hospitals, private practice.

9) B.S. or M.S. in Nursing with a Specialty in Psychiatric Nursing: These nursing programs tend to emphasize a medical orientation to psychological programs and also train students in the daily care of hospitalized patients. Psychiatric nurses are primarily hired to work at in-patient psychiatric settings and tend to do less assessment, diagnostics and one on one direct therapy. They tend to do more group work with patients and will often supervise psychiatric units on a daily basis.

Potential job markets: Psychiatric hospitals.